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ABSTRACT

This study of the "flow-through" of students through Cleveland (Ohio) Public School buildings between 1985 and 1989 followed four cohorts of students as they progressed through primary, upper elementary, intermediate, and high school buildings. At each level, the characteristics of "stable" students, who remained in the same building for the expected amount of time, were compared with those who transferred to other schools in the district and with those who withdrew from the district. The following key findings are reported: (1) while most elementary school students were stable, less than one in five high school students progressed through their four grades in 4 years; (2) nearly one-half of the high school students withdrew and one-fourth simply dropped out; (3) the majority of dropouts were overage; (4) nearly one-third of all high school students transferred; (5) over three-fourths of all stable students passed to the next grade each year; (6) compared to students who transferred and withdrew, fewer stable students were overage, more were average or above in reading comprehension, and more had an attendance rate of 90 percent or higher; (7) over two-thirds of the stable secondary school students and less than one-half of those who withdrew were black; and (8) many more of the stable students received subsidized lunches and lived with two parents than those who withdrew. Statistical data are presented in ten tables and four graphs. (FMW)

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A STUDY OF STUDENT FLOW-THROUGH
IN THE CLEVELAND CITY SCHOOLS: 1985-1989

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EXECUTIVE SUMMARY

A Study of Student Flow-Through in the Cleveland City Schools: 1985-1989

Most primary and upper elementary school students progressed through their three grades in three years. Also, the majority of intermediate level students progressed through grades 7 and 8 in two years. However, less than one out of five high school students progressed through their four grades within four years.

Less than one-fifth of all elementary students withdrew from the district during these same years. The same was true for grade 7 and 8 intermediate level students. However, nearly one half of the high school students withdrew from school before graduation. One-fourth simply dropped out of school. The majority of students who dropped out were overage. Also, nearly one-third of all high school students changed schools within the four year period of the study. More high school students dropped out than graduated from their initial school.

However, over three-fourths of all students who remained in their initial school passed each year. This was true at each of the four building levels.

Students who remained in their initial school compared favorably to both those who transferred and those who withdrew. Some of these findings for the students who remained in their initial schools were as follows:

- ♦ A smaller percent were overage.
- ♦ A greater percent were average or above in reading comprehension.
- ♦ A greater percent had an attendance rate of 90% or higher.

Students who remained in their initial school differed from those who transferred and those who withdrew in additional ways. Differences between the three groups were more clear and pronounced at the secondary school level than at the elementary. This is typically the case. Over two-thirds of the stable students were black. In contrast, less than one-half of those who withdrew were black. Much more of the stable students received free or reduced priced lunches than did those who withdrew.

The percent of the stable secondary students who lived with both parents was significantly greater than for those who transferred. At the high school level the percent of stable students living with both parents was greater than for those who withdrew. The difference in the percent of females between each of these groups was slight.

A STUDY OF STUDENT FLOW-THROUGH
IN THE CLEVELAND CITY SCHOOLS: 1985-1989

This is a study to determine the "flow-through" of students through Cleveland Public School buildings. Some of the questions asked were: What percent of the students begin and end their education in the same school building (for each building level)? How long does it take for an average student to complete the educational program in a single school building? What happens to those students who do not complete their education in the same school building (for a given building level)?

The study followed students enrolled in the 1985-1986 entering grade in each of three representative: grade 1-3 primary buildings (Cohort A), grade 4-6 upper elementary school buildings (Cohort B), grade 7 and 8 intermediate school buildings (Cohort C), and grade 9-12 high school buildings (Cohort D). Students in each cohort were followed through 1988-1989, the most recent year for which longitudinal data base information is currently available.

The purpose of this study was (and is) to provide a profile of a class as it progresses through a primary, upper elementary, intermediate, or high school building and graduates to the next level. The cohort at each level was divided into three groups:

1. Students who remained in the same school for at least three years for primary and upper elementary schools, for

at least two years for intermediate schools, and for at least four years for high schools.

2. Students transferring to other schools within district.
3. Students who withdrew from the district.

Comparisons were made between these groups in terms of race, gender, poverty index, overage status, and reading level.

GRADES 1-3

Description of Cohort A

To look at the progress of students in grade 1 through 3, a sample of three primary buildings were chosen for the study. Buildings were chosen so that several clusters would be represented, and so that the three buildings would be representative of the district as a whole. The schools chosen had student bodies with achievement averages representing the range among schools in the district as measured by CAT reading scores. One school had low average, one average, and one high average reading achievement scores. Using these criteria, the schools included in this study were Moses Cleaveland, Captain A. Roth, and East Clark. The cohort included all students enrolled in the 1985-1986 first grade in one of these three schools.

Overall Patterns

During 1985-1986 students enrolled in grade 1 in the three study schools numbered 463. After three years, 55% of the students in the original sample remained in their original schools, 29% had transferred to another school within the

district, and 16% had withdrawn from the district. Of those who remained in the same school, 78% were promoted to grade 4 by the end of the 3rd year, and 91% were promoted to grade 4 by the end of the 4th year. For students who transferred to other schools, 64% were promoted to grade 4 by the end of the 3rd year, and 91% were promoted to grade 4 by the end of the 4th year. (Details of the status at year 3 are presented in Table 1 and in Figure 1.)

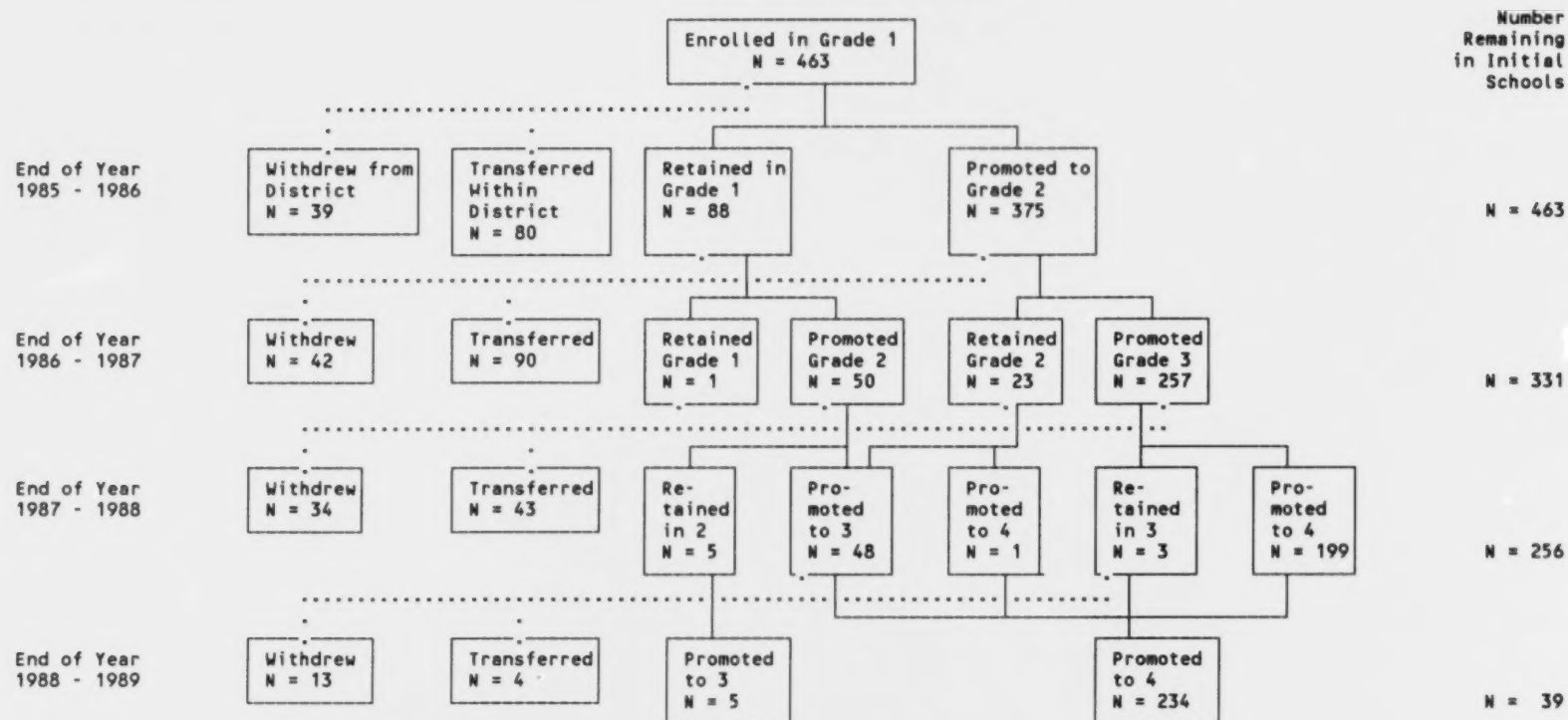
Table 1

Status of First Grade Cohort A at End of 3rd Year

	f	%	%
		1986	1988
		cohort	cohort
Remained in Original School			
Retained in Grade 2	5	1%	2%
Retained/promoted Grade 3	51	11%	20%
Promoted to Grade 4	<u>200</u>	<u>43%</u>	<u>78%</u>
Total	256	55%	100%
Transferred Within District			
Retained in Grade 2	6	1%	5%
Promoted/Retained Grade 3	42	9%	32%
Promoted to Grade 4 or 5	<u>85</u>	<u>18%</u>	<u>64%</u>
Total	133	29%	100%
Withdrew from District			
Withdrew from District	74	16%	
Total	463	100%	

Figure 1

PATTERN OF STUDENT PROGRESS IN THREE PRIMARY BUILDINGS
FOR GRADE 1 STUDENTS ENROLLED IN 1985-1986



End of Three Years	Withdrawn N = 76 16%	Transferred N = 131 28%	Graduated to Grade 4 N = 200 43%	Grade 3 N = 51 11%	Grade 2 N = 5 1%	Total N = 463
End of Four Years	Withdrawn N = 89 19%	Transferred N = 135 29%	Graduated to Grade 4 N = 234 51%	Grade 3 N = 5 1%		

As shown in Table 2, demographic characteristics differ over the three student groups, described as follows: (a) remained in original school (i.e., the stable group), (b) transferred within district, and (c) withdrew from district. There is a significant difference in the proportion of blacks in each of these three groups, with 82% of the students remaining in the same school being black, 74% of the students who transferred being black, and 65% of the students who withdrew being black. There is also a significant difference in the proportion of students in the free or reduced lunch program with 78% of the stable students participating in this program, and 83% of the transferred students. In addition, a greater proportion of transferred students than stable students were overage at grade 1. However, there was no significant difference between the three groups in terms of their proportion of females.

A comparison of reading scores was made between students who were retained in grade 3 and students who were promoted to grade 4 (See Table 3). For students who remained in the same school for 3 years, the reading scores of retained students were significantly lower than those of students who progressed to grade 4 at a normal rate. The reading scores of the promoted students in this stable group were significantly higher at grade 1, as well as at the second and the third year.

For students who transferred within the school system, there were similar significant differences in the reading scores of retained and promoted students at grade 1 and in year 3.

Table 2

Demographic Information for Cohort A Students by Grade in Year Four

Grade at Beginning of Year 4				
Status	2	3	4	Total
Remained in Original School				
Total	5	51	200	256
Race -- Black	100%	73%	85%	82%
Gender -- Female	20%	31%	44%	41%
Lunch -- Free/Reduced	60%	72%	80%	78%
Overage in Grade 1	0%	18%	15%	15%
Transferred Within District				
Total	6	42	85	133
Race -- Black	100%	57%	81%	74%
Gender -- Female	33%	45%	48%	47%
Lunch -- Free/Reduced	50%	81%	87%	83%
Overage in Grade 1	0%	14%	35%	27%
Withdrew from District				
Total				74
Race -- Black				65%
Gender -- Female				47%
Lunch -- Free/Reduced				NA
Overage in Grade 1				16%

Table 3

Mean NCE Reading Scores for Cohort A

Grade at Beginning of Year 4					
Reading Test	3		4		Total
	N	X	N	X	X
Remained in Original School					
Grade 1	50	40.00	185	64.34 **	59.16
Year 2	51	44.25	189	52.07 **	50.41
Year 3	49	33.10	185	49.62 **	46.16
Year 4	41	39.07	161	46.93	45.34

Transferred Within District					
Grade 1	34	40.65	69	62.49 **	55.28
Year 2	31	48.00	68	51.30	50.27
Year 3	31	39.68	68	48.19 *	45.52
Year 4	31	44.13	65	46.62	45.81

* $p < .05$ ** $p < .01$

GRADES 4-6

Description of Cohort B

Schools for cohort B were chosen using the same criteria as for Cohort A. The 4-6 buildings chosen were Oliver H. Perry, Mary M. Bethune, and Union. The cohort included all students enrolled in the fourth grade in each of these three schools during the 1985-1986 school year.

Overall Patterns

During 1985-1986 the students enrolled in grade 4 in the three study schools numbered 352. After three years, 60% of the students in the original sample remained in their original schools, 21% transferred to another school within the district, and 18% withdrew from the district. Of those who remained in the same schools, 89% were promoted to grade 7 at the end of the 3rd year, and 98% were promoted to grade 7 by the end of the 4th year. For the students who transferred, 84% were promoted to grade 7 by the 3rd year, and 99% by the end of the fourth year. (Details for year 3 are given in Tables 4 and 5 and in Figure 2.)

The demographic characteristics of cohort B are presented in Table 4. Students who remained in the same school for three years contained a higher percentage of females and a lower percentage of overage students than did the sample of students who transferred within the district. The students who withdrew from the district had a larger proportion of non-black students than was found in the other two groups, and a higher percentage of overage than in the stable group. However, no

significant differences in demographic characteristics were found between those students who were retained in grade 6 and those who progressed at a normal or accelerated rate.

Table 4Status of Fourth Grade Cohort at End of 3rd Year

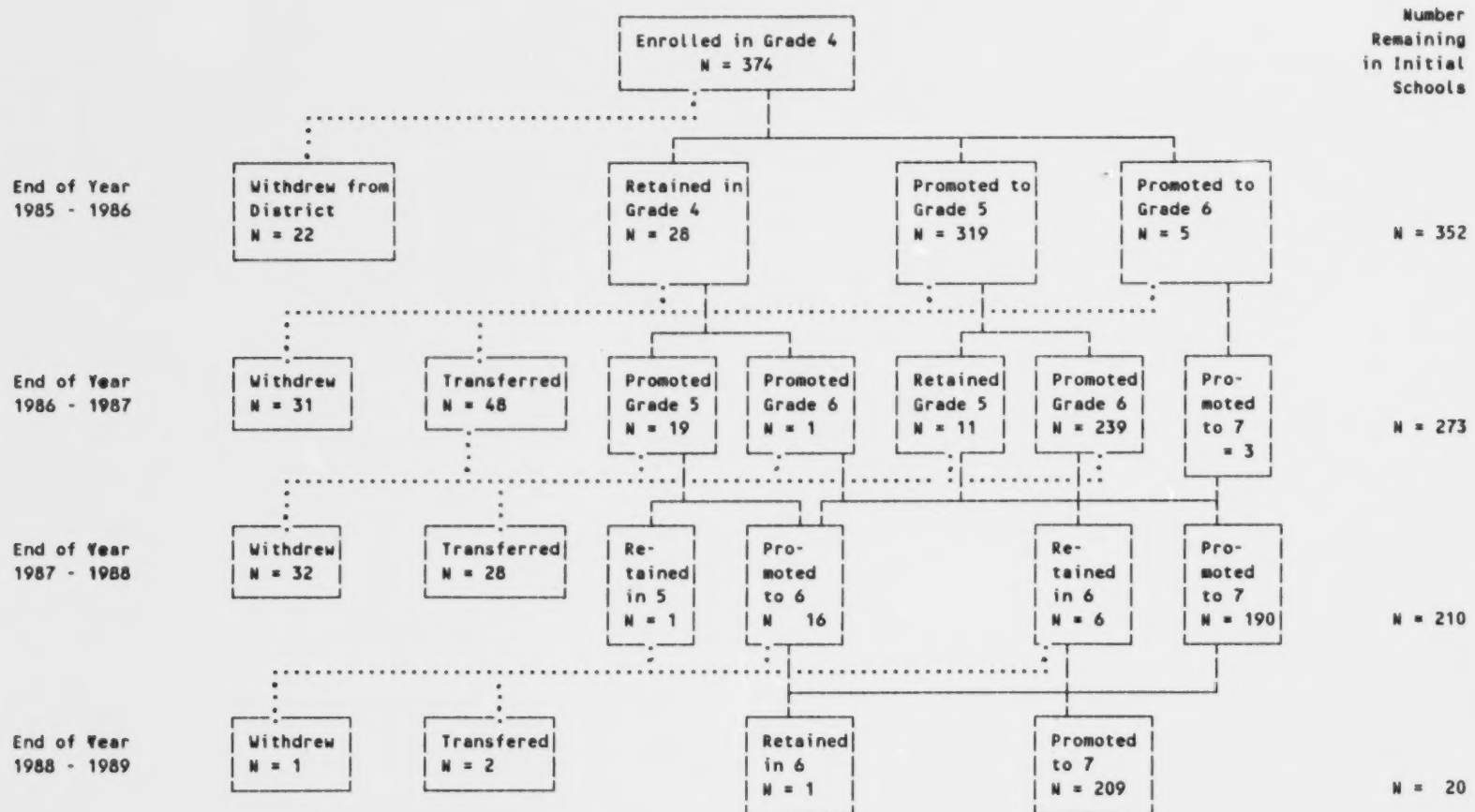
	f	%	%
		1986	1988
		cohort	cohort
Remained in Original School			
Retained in Grade 5	1	0.3%	0.5%
Retained/promoted Grade 6	22	6.0%	10.0%
Promoted to Grade 7	<u>190</u>	<u>54.0%</u>	<u>89.0%</u>
Total	213	60.0%	100.0%
Transferred Within District			
Retained in Grade 5	0	0.0%	0.0%
Promoted/Retained Grade 6	12	3.0%	16.0%
Promoted to Grade 7 or 8	<u>63</u>	<u>18.0%</u>	<u>84.0%</u>
Total	75	21.0%	100.0%
Withdrew from District			
Withdrew from District	64	18.0%	
Total	352	100.0%	

Table 5

Demographic Information for Cohort B Students by Grade in Year 4

Grade at Beginning of Year 4				
Status	5	6	7/8	Total
Remained in Original School				
Total	1	22	190	213
Race -- Black	00%	77%	78%	77%
Gender -- Female	100%	36%	51%	50%
Lunch -- Free/Reduced	100%	91%	93%	93%
Overage in Grade 4	100%	32%	36%	36%
Transferred Within District				
Total	0	12	63	75
Race -- Black	--	83%	76%	77%
Gender -- Female	--	33%	40%	39%
Lunch -- Free/Reduced	--	92%	92%	92%
Overage in Grade 4	--	50%	48%	49%
Withdrew from District				
Total				64
Race -- Black				62%
Gender -- Female				52%
Lunch -- Free/Reduced				NA
Overage in Grade 4				44%

PATTERN OF STUDENT PROGRESS IN THREE UPPER ELEMENTARY BUILDINGS
FOR GRADE 4 STUDENTS ENROLLED IN 1985-1986



End of Three Years	Withdrew N = 64 18%	Transferred N = 75 21%	Graduated to Grade 7 N = 190 54%	Grade 6 N = 22 6%	Grade 5 N = 1 0.3%	Total N = 352
End of Four Years	Withdrew N = 65 18%	Transferred N = 77 22%	Graduated to Grade 7 N = 209 59%	Grade 6 N = 1 0.3%		

Students who progressed to grade 7 by the third year of the study had significantly higher reading scores than those retained in grade 6. This difference in reading scores holds for all four years for the stable students and for year one and two for students who transferred within the system (See Table 6).

Table 6

Mean NCE Reading Scores for Cohort A

	Grade at Beginning of Year 4				
	6		7		Total
Reading Test	N	X	N	X	X
Remained in Original School					
Grade 4	22	35.09	174	54.66 **	52.46
Year 2	21	34.10	173	46.48 **	45.14
Year 3	19	37.10	175	49.77 **	48.53
Year 4	41	38.41	141	43.46 **	42.78
Transferred Within District					
Grade 1	11	35.18	55	52.00 **	49.20
Year 2	11	36.27	55	45.58 *	44.03
Year 3	11	40.55	53	46.11	45.16
Year 4	10	37.30	41	41.73	40.86

* $p < .05$ ** $p < .01$

Conclusions: Elementary Schools

The majority of students in cohorts A and B progress through three grades in three years, as follows: 61% of first graders and 72% of fourth graders. Over three years, 16% of the original first graders and 18% of the original fourth graders withdrew from the system. If you limit the sample to those students who remain in the district, the percent of student who progress through three grades in three years is 73% of students in cohort A (1-3) and 88% of student in 4-6. These results are consistent with the fact that grade retention is much less frequent in grade 4 to 6 than in grades 1 to 3.

The proportion of students progressing at a normal rate is greater for students who stay in the same school for all three years than for students who transfer to other schools. In 1-3 schools, 78% of stable students were promoted to grade 4 by the end of the third year as compared to 64% of the transferred students. In 4-6 schools, 89% of the stable students and 84% of the transferred students were promoted to grade 7 by the end of year 3.

Demographic characteristics of the cohorts does not indicate a clear relationship between race, gender or poverty index and students' promotion status. However, the sample of students who transfer during the three years have a larger proportion of students classified as overage in the first year. Students who withdraw from the district represent a smaller proportion of black students than the other two groups.

Reading scores clearly distinguish the cohort groups. Students who progressed normally achieved significantly higher reading scores than those who were retained at one grade.

INTERMEDIATE SCHOOLS: GRADES 7 AND 8

Description of Cohort C

To look at the progress of students through grade 7 and 8 intermediate schools, students from three representative intermediate schools were chosen for study. Buildings were chosen so that several clusters would be represented, and so that the three buildings as a set of three would be representative of district intermediate schools taken as a whole. The schools chosen had student bodies with varying levels of average reading achievement as measured by standardized CAT reading comprehension test scores. One school was low average, one average, and one high average in reading comprehension achievement. The schools selected for this study using related criteria were Alexander Hamilton, Carl F. Shuler, and Central. This Cohort C included all students enrolled in the 1985-1986 seventh grade in each of these three schools.

Overall Patterns

Students enrolled in grade 7 in these three intermediate level study schools during 1985-1986 totaled 924. During the first two years of this study (1985-1986 and 1986-1987), 62.3% (576 of 924) remained in their original schools within district for the entire 1985-1987 two year period or graduated, and 37.7% (348) did not.

These 576 students from the initial sample who remained the two full years in the same school were represented in the full study population of 924 seventh graders as follows: 51.4%

(475) were promoted to grade 9 by the end of the 2nd year, 56.2% (519) were promoted to grade 9 by the end of the 3rd year, and 56.5% (522) were promoted by the end of the 4th year.

The remaining 37.7% (348) students from the initial study sample (who represented students not remaining in the same school for two full years) were represented in the full study population of 924 seventh graders as follows: 28.0% (259) were enrolled within the district for less than 160 days per school year, 11.8% (109) changed schools -- with 10.3% (95) transferring mid-year to another school within the district, and 18.6% (172) withdrew from the district (including three students dropping out of school). More than one of these conditions applied to some students; and for some students a condition (such as transferring) applied more than once. For the 238 students who transferred to other schools within district, but who completed the 1986-1987 school year and did not withdraw or drop out of school, 73.5% (175 out of 238) were promoted to at least grade 9 by the end of the 2nd year (1986-1987). [And of the 218 (out of 348) who still remained in the district through the 3rd year (1987-1988), 88.5% (193 out of 218) were promoted to at least the ninth grade. Said still another way, of the 348 who did not graduate from or remain in the same school for the first two years of the study, 55.5% (193 of 348) were promoted by the district to at least grade 9 by the end of that third year period.]

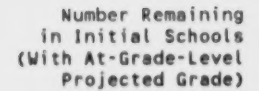
It should be kept in mind that some of the initial seventh graders were repeaters, and that a greater proportion of overage repeaters existed in the group of 348 students who did not remain in the same school for two full years than did in the group of 576 students who did. (Details of the status of this intermediate school student sample at the end of year 2 are presented in Table 7 and in Figure 3.)

Table 7

Status of Seventh Grade Cohort C at End of 2nd Year

	f	%	%
		1986	1987
		cohort	cohort
Remained in Original School			
Retained in Grade 7	1	.1%	.2%
Retained/Promoted Grade 8	100	10.8%	17.4%
Promoted to Grade 9	<u>475</u>	<u>51.4%</u>	<u>82.5%</u>
Total	576	62.3%	100%
Transferred Within District During 1985-1987*			
Total	95	10.3%	
* Includes duplicate counts due to multiple transfers.			
Gross Number Who Changed Schools During 1985-1987*			
Total	109	11.8%	
* Includes duplicate counts due to multiple changes.			
Gross Number Who Were Enrolled for Less Than a Full Year*			
Total	259	28.0%	
Withdrew from District During 1985-1989*			
Total Withdrawn from District	172	18.6%	
(Dropped Out of School	3	.3%)	
Unduplicated Composite Total	576	62.3%	100%

Figure 3



◆ This is based on end-of-year promotion status (followed by the actual next-year grade level status data, where available).

Total N = 924

* Some of these numbers represent duplicate counts of students. For instance, a student could enroll in the district late in the school year (for less than a total of 160 days), then transfer one or more times, and finally withdraw from the school district -- all within the same school year.

As shown in Table 8, demographic characteristics differ over the three groups, which are described as follows: (a) those who remained in their original school for two full years, (b) those who transferred within district, and (c) those who withdrew from the school district. Some of the findings comparing these three different groups of students are:

- ♦ There is a significant difference in the proportion of blacks in these three distinct groups, with blacks comprising: 69% of the students remaining in their original school, 65% of the students who transferred within district, and 27% of the students who withdrew.
- ♦ There is a significant difference in the proportion of students in the free or reduced price lunch program comprising: 69% of the students who remained in their initial schools, 68% of the transferred students, and 27% of those students who withdrew.
- ♦ A greater proportion of withdrawn students (90%) and transferred students (69%) were overage at the beginning of year 3 than were the students who remained in the same school for two full years and to the beginning of the third year (48%).

- ♦ There was no significant difference in the proportion of females between the three groups.
- ♦ The proportion of students scoring above the 33rd percentile on the CAT reading comprehension test was significantly greater for those students remaining in their original school (57%) than for those who transferred within district (44%). Insufficient information was available for the group of withdrawn students for making similar comparisons.
- ♦ The proportion of those students who were living with both of their parents was significantly greater for the withdrawn students (41%) and for the students who remained in their initial school (40%) than for those who transferred (21%).
- ♦ The group of students who remained in their initial school had the highest proportion of students with an attendance rate of 90% or higher (at 56%), followed by the group of students who transferred (at 31%), with the group of withdrawn students having by far the lowest proportion of students with an attendance rate of 90% or higher (at 0%).

Table 8

Demographic Information for Cohort C Students by Grade in Year Three

Grade at Beginning of Year 3 (1987-1988)					
Grade Status	7	8	9	10	Total
Remained in Original School					
Total	1	100	445	N.A.	546
Race: Black	100%	49%	74%	N.A.	69%
Gender: Female	100%	29%	50%	N.A.	47%
Free/Reduced Lunch	0%	59%	71%	N.A.	69%
Overage in Year 3	100%	100%	38%	N.A.	48%
Low 3rd CAT Reading	N.A.	59%	41%	N.A.	43%
Special Education	0%	10%	11%	N.A.	11%
Major Work	0%	1%	6%	N.A.	5%
Attendance < 90%	100%	83%	35%	N.A.	44%
Live w/Both Parents	100%	43%	39%	N.A.	40%
Transferred Within District					
Total	5	42	152	8	207
Race: Black	20%	48%	71%	75%	65%
Gender: Female	60%	57%	45%	38%	47%
Free/Reduced Lunch	40%	81%	64%	75%	68%
Overage in Year 3	100%	100%	59%	75%	68%
Low 3rd CAT Reading	N.A.	75%	51%	100%	56%
Special Education	0%	14%	12%	50%	14%
Major Work	0%	0%	2%	0%	1%
Attendance < 90%	100%	95%	60%	75%	69%
Live w/Both Parents	40%	17%	22%	13%	21%

Table 8 (Continued)

Demographic Information for Cohort C Students by Grade in Year Three

Grade at Beginning of Year 3 (1987-1988)					
Grade Status	7	8	9	10	Total
Withdrew from District					
Total	N.A.	16	12	2	30
Race: Black	N.A.	19%	33%	50%	27%
Gender: Female	N.A.	50%	33%	50%	43%
Free/Reduced Lunch	N.A.	53%	33%	0%	45%
Overage in Year Three	N.A.	100%	83%	50%	90%
Low 3rd CAT Reading	N.A.	N.A.	N.A.	N.A.	N.A.
Special Education	N.A.	31%	0%	0%	8%
Major Work	N.A.	0%	0%	0%	0%
Attendance < 90%	N.A.	100%	100%	N.A.	100%
Live w/Both Parents	N.A.	40%	50%	0%	41%

HIGH SCHOOLS: GRADES 9 AND 12

Description of Cohort D

To look at the progress of students through grade 9 to grade 12 high schools, students from three high schools were chosen. Unlike Cohorts A, B, and C, this Cohort D could include only three specific schools -- those which, in 1985-1986, had complete grade 9 through grade 12 programs. It was not until the 1986-1987 school year that most of the Cleveland City School District High Schools had grade 9 in addition to grades 10 through 12. The structure for Cleveland high schools since 1986-1987 has been a grade 9 through 12 structure. Using the grade 9 through grade 12 criteria, the schools selected for this study were the only three 1985-1986 grade 9-12 high schools. These three 1985-1986 grade 9-12 high schools in Cohort D were East Tech, Collinwood, and South High Schools. Cohort D included all students enrolled in the 1985-1986 ninth grade in each of these three schools.

Overall Patterns

Students enrolled in grade 9 during 1985-1986 in these three selected study schools totaled 1694. Of these 1694 students during the period of the study (1985-1986 through 1988-1989), 24.4% (414) remained in their original schools within district for the entire 1985-1989 four-year period, or until they graduated, and 75.6% (1280) did not.

Of those 414 students from the initial ninth grade sample who remained the full four years in (or graduated from) the same school: .7% (3) were retained in grade 9, 2% (9) were promoted to grade 10 by the end of the 4th year, 7% (30) were promoted to grade 11 by the end of the 4th year, 13.8% (57) were promoted to grade 12 by the end of the 4th year, and the remaining 76.1% (315) graduated from high school by the end of their 4th year in their initial high school.

The remaining 75.6% (1280) students from the initial study sample of 1694 1985-1986 ninth graders represented students not remaining in the same school for all four years of this study (which was the 1985-1986 through 1988-1989 period). These 1280 students were represented in the full study population of 1694 ninth graders as follows: 58.3% (987) were enrolled within the district for less than 160 days per school year, 30.6% (518) changed schools -- with 20.8% (352) transferring mid-year to another school within the district, and 46.5% (787) withdrew from the district (including 411 for 24.3% of the students dropping out of school). More than one of these conditions applied to some students (that is, these are duplicate counts).

For the 414 students who transferred to other schools within district, but who completed the 1988-1989 school year and did not withdraw or drop out of school, 41.5% (172 out of 414) graduated by the end of the 4th year (1988-1989). Of the (same number of) 414 students who did remain in the same school (or

through graduation) for all four years of the study, 76.1% (315 of 414) graduated by the end of that period.

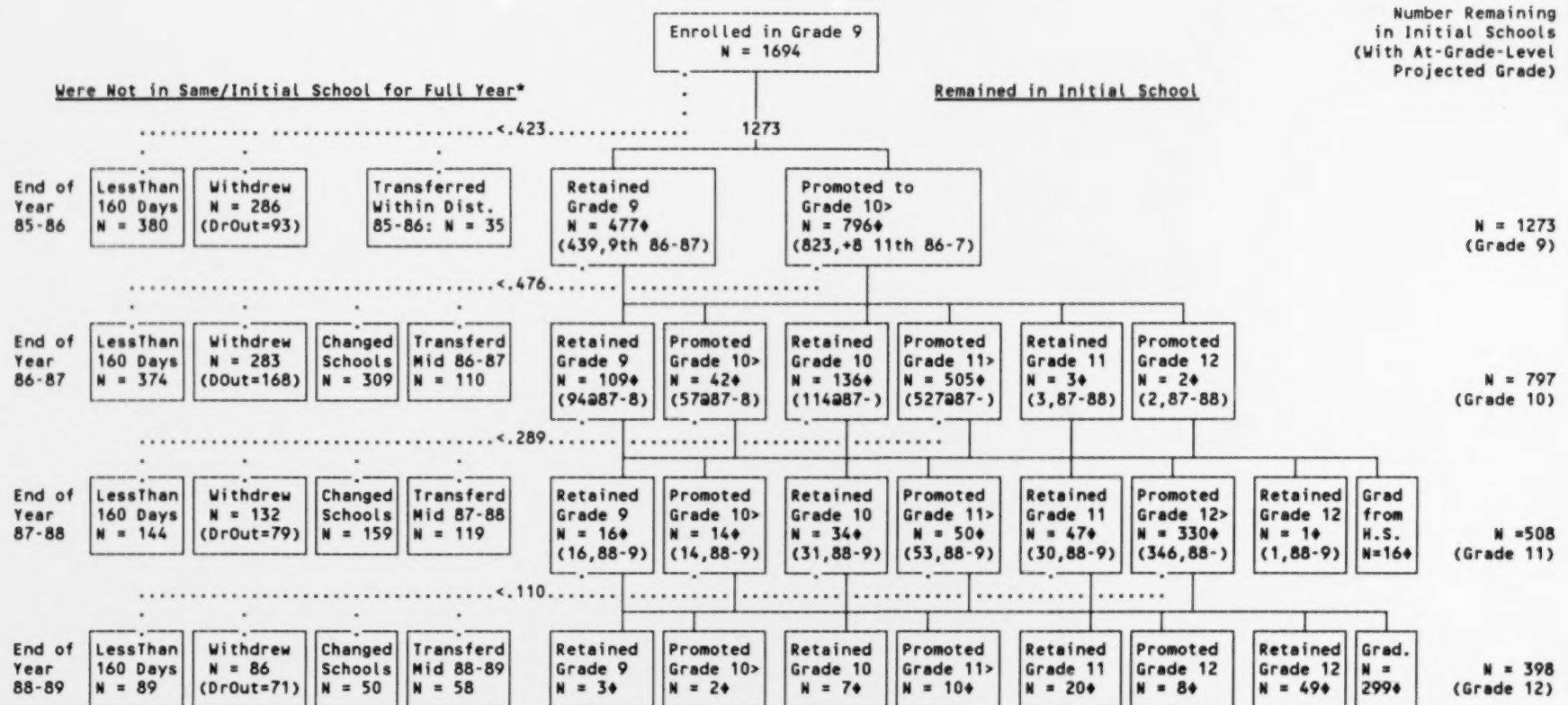
It should be kept in mind that some of the initial ninth graders were repeaters, and that a greater proportion of overage repeaters existed in the group of 1280 students who did not remain in the same school for four years than did in the group of 414 students who did (or remained through graduation). Details of the status at year 4 for this high school sample are presented in Table 9 and in Figure 4.

Table 9

Status of Ninth Grade Cohort D at End of 4th Year

	1989 frequencies	% 1986 cohort	% 1989 cohort
Remained in Original School			
Retained in Grade 9	3	.2%	.7%
Retained/Promoted Grade 10	9	.5%	2.2%
Retained/Promoted Grade 11	30	1.8%	7.2%
Retained/Promoted Grade 12	57	3.4%	13.8%
Graduated from High School	<u>315</u>	<u>18.6%</u>	<u>76.1%</u>
Total	414	24.4%	100.0%
Gross Number of Transfers Within District 1985-89*			
Total	352	20.8%	
Gross Number Who Changed Schools from 1985-1989*			
Total	518	30.6%	
Gross Number Who Were Enrolled for Less Than a Full Year*			
Total	987	58.3%	
Gross Number Who Withdrew from District 1986-89*			
Total Withdrawn from District	787	46.5%	
(Dropped Out of School	411	24.3%)	
Unduplicated Composite Total	414	24.4%	100%
* Includes duplicate counts.			

Figure 4
PATTERN OF STUDENT PROGRESS IN THREE HIGH SCHOOL (GRADES 9 THROUGH 12) BUILDINGS
FOR GRADE 9 STUDENTS ENROLLED IN 1985-1986



> Some students "made-up" deficiencies which had kept them behind grade-level, in addition to receiving the standard grade promotion.
 ♦ This is based on end-of-year promotion status (followed by the actual next-year grade level status data, where available).

	Not Full Year*	Withdrew*	Dropped Out*	Changed Schools*	Trans- ferred*	Grade 9	Grade 10	Grade 11	Grade 12	Graduated	
End of Two Years	N = 754 (44.5%)	N = 569 (33.6%)	N = 261 (15.4%)	N = 309 (18.2%)	N = 145 (8.6%)	N = 94 (5.5%)	N = 171 (10.1%)	N = 508 (30.0%)	N = 2 (.1%)	N.A.	Total N = 1694
End of Three Years	N = 898 (53.0%)	N = 701 (41.4%)	N = 340 (20.1%)	N = 468 (27.6%)	N = 294 (17.4%)	N = 16 (.9%)	N = 45 (2.7%)	N = 83 (4.9%)	N = 347 (20.5%)	N = 16 (.9%)	
End of Four Years	N = 987 (58.3%)	N = 787 (46.5%)	N = 411 (24.3%)	N = 518 (30.6%)	N = 352 (20.8%)	N = 3 (.2%)	N = 9 (.5%)	N = 30 (1.8%)	N = 57 (3.4%)	N = 315 (18.6%)	

* Some of these numbers represent duplicate counts of students. For instance, a student could enroll in the district late in the school year (for less than a total of 160 days), then transfer one or more times, and finally withdraw from the school district -- all within the same school year.

As shown in Table 10, demographic characteristics differ over the three groups, which were: (a) those who remained in their original school for four full years, (b) those who transferred within district, and (c) those who withdrew from the school district. Some of the findings are as follows:

- ♦ There is a significant difference in the proportion of blacks in these three distinct groups, with blacks comprising: 82% of the students remaining in their original school, 80% of the students who transferred within district, and 44% of the students who withdrew.
- ♦ There is also a significant difference in the proportion of students in the free or reduced lunch program: with 42% of the students who remained in their initial schools and 43% of the transferred students participating in the free or reduced price lunch program, in contrast to only 5% participation among those students who withdrew.
- ♦ Also, a greater proportion of withdrawn students (98%), and transferred students (65%) were overage at the beginning of year 4 than were the students who remained in the same school for four full years (42%).

- ♦ Lesser differences in the proportion of females in each of these three groups were found with: (a) 54% of those who transferred being female, (b) 48% of those remaining in their initial school, and (c) 47% of those who withdrew.
- ♦ The proportion of students scoring above the 33rd percentile on the CAT reading comprehension test in year one (for those having scores) was greatest for those students remaining in their original school (78%), followed by those who transferred (73%), and lowest for those who withdrew from the Cleveland City School District (62%).
- ♦ The proportion of those who were living with both of their parents was greater for those remaining in the same school (31%) than for those who withdrew (24%) or for those who transferred (23%).
- ♦ Similarly, the proportion of those with an attendance rate of 90% or higher was: (a) 48% for those who remained in the same school, (b) 24% for those who transferred, and (c) only 5% for those who withdrew.

Table 10

Demographic Information for Cohort D Students by Grade in Year Four

Grade at Beginning of Year 4 (1988-1989)					
Grade Status	9	10	11	12	Total
Remained in Original School					
Total	5	17	28	348	398
Race: Black	60%	77%	82%	83	82%
Gender: Female	60%	53%	21%	47%	47%
Free/Reduced Lunch	20%	29%	36%	43%	42%
Overage in Year 1	0%	24%	50%	33%	34%
Overage in Year 4	100%	100%	100%	33%	42%
Low 3rd Reading: 1986	67%	44%	48%	19%	22%
Low 3rd Reading: 1989	N.A.	N.A.	33%	33%	32%
Special Education: '86	0%	12%	18%	6%	7%
Major Work: 1986	0%	12%	0%	12%	11%
Attendance < 90%: '89	100%	88%	82%	48	53%
Live w/Both Parents	20%	29%	21%	33%	31%
Reg. Suspension	20%	12%	36%	11%	13%
Transferred Within District					
Total	19	76	83	235	414
Race: Black	58%	75%	81%	83%	80%
Gender: Female	37%	36%	42%	65%	54%
Free/Reduced Lunch	26%	24%	45%	51%	43%
Overage in Year 1	32%	51%	54%	38%	44%
Overage in Year 4	100%	100%	98%	38%	65%
Low 3rd Reading: 1986	40%	30%	36%	23%	27%

Table 10 (Continued)

Demographic Information for Cohort D Students by Grade in Year Four

Grade at Beginning of Year 4 (1988-1989)					
Grade Status	9	10	11	12	Total

Transferred Within District (Continued)					
Low 3rd Reading: 1989	N.A.	33%	47%	38%	38%
Special Education: '86	21%	16%	19%	12%	14%
Major Work: 1986	0%	8%	8%	9%	8%
Attendance < 90%: '89	100%	97%	90%	64%	76%
Live w/Both Parents	21%	17%	22%	25%	23%
Reg. Suspensions: 1989	26%	12%	19%	13%	85%

Withdrew from District					
Total	37	37	17	2	93
Race: Black	35%	49%	59%	N.A.	44%
Gender: Female	41%	57%	41%	100%	48%
Free/Reduced Lunch	3%	5%	12%	N.A.	5%
Overage in Year One	49%	41%	59%	0%	46%
Overage in Year Four	100%	100%	100%	0%	98%
Low 3rd Reading: 1986	67%	41%	10%	0%	32%
Low 3rd Reading: 1989	N.A.	N.A.	N.A.	N.A.	N.A.
Special Education: '86	16%	8%	12%	0%	12%
Major Work: 1986	0%	0%	12%	50%	4%
Attendance < 90%: '89	100%	100%	83%	N.A.	95%
Live w/Both Parents	19	22%	35%	50%	24%
Reg. Suspension: 1989	0%	3%	0%	0%	1%

Conclusions: Secondary Schools

The majority of the intermediate level students in Cohort C (475 of 924 for 51.4%) remained in their initial school and progressed through their two intermediate school grades (7 and 8) in two years. However, slightly less than one out of five high school students (315 of 1694 for 18.6%) of Cohort D remained in and graduated from their initial high school within four years. At least part of this difference is due to the fact that high schools have four grade levels in contrast to intermediate schools having only two; but inherent differences between intermediate and high school students also account for some additional student population loss (experimental mortality). Included in a list of such explanatory differences would be the fact that the dropout rate increases at the high school level due to a greater proportion of students reaching the age of eighteen or more.

However, the graduation rates (particularly the high school rates) look much more favorable when the analysis is restricted to those students who remained in their initial school for the full, standard length of time required for graduation. Of those intermediate school Cohort C students who remained in their initial school, 82.5% (475 out of 576) graduated within two years. Similarly, of the high school Cohort D students who remained in their initial school, 76.1% (315 out of 414) graduated within four years. This means that over three-fourths

of all secondary students who remained in their initial school graduated on schedule (that is, within two years for intermediate students, and within four years for high school students). Said another way, over three out of four (over 75%) of all secondary students who remained in their initial school graduated on schedule.

With respect to the students who did not remain in their original school, however, 18.6% (172 of 924) intermediate school students withdrew from the system and 11.8% (109 of 924) changed schools within the school system during that same two year period. At the high school level, 46.5% (787 out of 1694) withdrew from the system during the first four years of the study (including 411 of 1694 for 24.3% who dropped out of school). Also, 30.6% (518 of 1694) of the high school students changed schools within the district during this same four year period.

When put together, it can be seen that at the high school level more students dropped out of school (24.3%) than graduated from their initial school (18.6%) during the standard four year period.

Finally, 36.8% (340 of 924, albeit a duplicate count) of the intermediate school students, and 58.3% (987 of 1694, duplicate count) of the high school students were enrolled for less than a full year for at least one of the years involved in graduating on schedule (two and four years, respectively).

Taken as a whole, a summary of some of the findings for secondary students are as follows:

- ♦ Over two-thirds of all secondary students who remained in their initial school (and who remained in the school district) were black, in contrast to much less than one half of those students who withdrew being black.
- ♦ Well over one-third of all secondary students who remained in their initial school received a free or reduced lunch, in contrast to much less than one-third of those who withdrew receiving a free or reduced price lunch.
- ♦ Less than one-half of all secondary students who remained in their initial school were overage at year four, in contrast to over 90% of those who withdrew being overage. About one-half of those who transferred within district were overage.
- ♦ The proportion of females in these three student groups did not differ greatly.
- ♦ The proportion of students scoring above the 33rd percentile on the CAT reading comprehension test was significantly greater for those students remaining in their original school than for those who transferred within the school district.

- ♦ The proportion of those students who were living with both of their parents was significantly greater for the students who remained within the same school than for those who transferred within the district. For those students who withdrew, this proportion at the intermediate level was about the same as for the students who remained in their initial school, but this proportion at the high school level was more similar to the proportion for the transferred students (that is, less than for the students who had remained in their initial school).

- ♦ About half of all secondary students who remained in their original school had an attendance rate of over 90%; about one-fourth of transferred students had such a favorable attendance rate; but less than 6% of those students who withdrew had an attendance rate of over 90%.

It can readily be seen that in almost every instance these educationally related facts are clearly more favorable for those students who remained in their original school (for the standard period of time required for graduation) than for either the transferred student group or for the group of secondary students who withdrew from the school district. See Tables 7 through 10 and Figures 3 and 4 for greater statistical detail.